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Southern Dialogue

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Being a SCSU Professor 101

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Department

As a first-year faculty member fresh out of a doctoral program, I marched towards my first class with much trepidation. I thought to myself, "Why wasn't there a class on teaching in my doctoral program?" I was required to be a teaching assistant, but no one offered me any advice on *how* to teach. It was just expected that dispersing knowledge would come naturally. But understanding something was not the same as teaching it. Throughout my student experiences, I could remember many an academic who was much more comfortable behind a microscope or a computer than behind a lectern. Would I be one of the exciting teachers that I loved in college or would I be one of those I had desperately attempted to block out of my memory? I knew I wanted to be an exciting teacher who made her students excited about learning, but what I

wasn't so sure of was *how* I would actually do that. As I pushed open the door to my classroom, I took a deep breath and hoped that that old adage about teaching coming natu-



Still Life with Two Pears. Mia Brownell (Art), oil on canvas, 2008.

rally was at least true for me.

What I found was that some things came naturally and some did not. So

many questions arose in those first few weeks: How can I make my students interested in my classes, especially when I am teaching courses like research and testing? What kind of assignments will be the best? Do I let this student turn his or her assignment in late? Am I a teacher or a mentor? Do I verbally address that student in class who keeps whispering?

As I navigated through the classroom, the department and the University, I not only became more secure in my own abilities, but also realized that I had made the best decision when I chose to come to Southern. The students in my class were real people with real lives who wanted to better themselves. The faculty in my department were incredible: helpful, kind and generous. The university opportunities available, such as GSAC and the faculty development program, helped me connect to students and faculty campus wide. Through these experiences,

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From the Editor

Spring Greetings! *Southern Dialogue* has finally bloomed after another hiatus.

As the official newsletter of Faculty Development at Southern, *Dialogue* aims to energize faculty and inspire dialogue about teaching and learning. We hope to cultivate and maintain a stronger sense of community among colleagues.

To that end, we've shifted our focus a bit this time. Not only do we celebrate your presentations, publications, exhibitions, grants and community service, but we welcome and encourage you to share lengthier pieces and articles about teaching and learning at Southern.

I cannot stress enough that this is *your* publication and a

collaborative effort. Please feel free to send your article ideas, news and project results to me at hudsonjl@southernct.edu. We will try to include as many items and features that we can into each issue.

All best wishes,
Jennifer A. Hudson, Editor



Marker for T.H. Jeff Slomba (Art), mulberry branches and paper, 2008.

“I believe our ultimate goal as professors is to not only impart knowledge, but to mold passionate, caring individuals who will make a difference in our society.”

Being a SCSU Professor 101 (cont'd)

I have a solid foundation for my teaching philosophy, my teaching style and my confidence regarding both. As I look

back, I learned five crucial lessons in becoming a successful professor at Southern.

Lesson 1: Be Yourself

There's nothing worse than a teacher pretending to be someone he or she is not. I'm not a comedienne or entertainer. Being Native American, I actually prefer to sit back, observe and listen wherever I go. Seeing as though that is not an option when teaching, I had to find something else. I realized that by incorporating my experiences and culture into my classes I not only could be myself but also help students remember concepts. I would tell a real story about a person or experience to further illustrate an idea. This storytelling, true to my culture and personality, created a relaxed, comfortable and interesting classroom. I eventually incorporated symbols, totems and even music into my teaching style.

Lesson 2: Use Technology

Incorporating technology into teaching is not only necessary, but easy with Power Point and My-SCSU [though we will be required to use Vista in the Fall]. Using Power Point slides became my saving grace. They are both a visual learning tool and teaching notes. I added video clips, artwork and even cartoons that would make my classes more interesting. They can help students remember more by providing an additional stimulus, keeping them awake, making them laugh (hopefully it is at the cartoons) and reflecting your style and personality. You can even print the slides out as handouts so students can use them for studying. But Power Point can go wrong. If you pack too much verbiage on one slide, you will lose the students. It becomes an eye exam where stu-

dents are squinting to read all that you wrote instead of listening to you. If you only write talking points, it is clear and concise and a starting point for students to take more notes. Another suggestion I have is to not give the slides to students before the class. Learning happens when students *write* their own notes in addition to listening and seeing. Power Point should be used as an additional learning tool, not in place of another. Posting notes, handouts, study materials and additional readings on My-SCSU helps students and also saves time and energy. Staying connected to your students is easy through the announcements and email functions. You can even hold online office hours or an informal class through the chat rooms. More importantly, using technology sends a message to your students that you are available and organized.

Lesson 3: Give and Demand Respect

Like many teachers, my classroom contained some hecklers, whisperers and disrespectful behavior. I learned quickly that letting this go was disastrous; you needed to deal with it right then and there. This doesn't mean embarrassing the student, but it does mean calling attention to the behavior to let the student know you are aware and will not tolerate it. Asking a whisperer or a heckler if there is something that he or she wanted to ask or even just walking by seemed to work well. But what worked better than any of these reactive measures was just maintaining a respectful attitude towards students. I treated them well, had high expectations from day one and listened to their concerns. I found that the vast majority came to respect and listen to me, even when they heard criticisms of their work.

Lesson 4: Become a Teacher and a Mentor

One of the biggest lessons I learned was that my obligation to my students was not just in the classroom. My students were real people with real lives and real problems. I found that ignoring this reality makes a teacher seem uncaring and cold. I believe our ultimate goal as professors is to not only impart knowledge, but to mold passionate, caring individuals who will make a difference in our society. We can't do that unless we get to know our students and care about their progress on a basic level. This doesn't mean that you are their parent, friend or need to cross professional boundaries in any way. It does mean that you have to listen to your students and be invested in their education.

Lesson 5: Get to Know Your Department

Every department is different in its atmosphere, culture and expectations. Being aware of important deadlines, additional expectations and comprehensive examinations will be instrumental to your teaching, advising and mentoring. Students very often get lost in the mounds of forms and deadlines they are expected to meet. As a teacher and mentor, you can easily incorporate this into your work, which alleviates problems for your entire department. For example, I learned to announce important department deadlines in my classes and remind students to keep their papers and original work for their required portfolios. There are countless other examples, but the message is really that taking the time to get to know your department and the university will make you a better teacher.

This isn't to say there aren't more lessons to be learned or that my first year has been perfect. I have made many missteps, forgot to put something in my lecture, misspelled

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SOUTHERN DIALOGUE GUIDELINES FOR SUBMISSIONS AND EDITORIAL POLICIES

Southern Dialogue gladly considers:

- Short reports from different disciplines on classroom practices
- Articles that focus on practical ideas related to teaching and learning in higher education and explorations of issues and challenges facing university faculty today.
- Announcements of work-in-progress and requests for collaborators
- Announcements of conference presentations, publications, community outreach and creative projects
- Book and website reviews.

Submissions must be in electronic format (copied and pasted directly into the body of the e-mail or as a MS Word file). Send to Jennifer A. Hudson, Editor, at hudsonjl@southernct.edu.

The Editorial Board reserves the right to edit all submissions for length and clarity, and assumes no responsibility for the views expressed in the contributions selected for publication. Submissions accepted for publication may be published in both print and electronic copy. All rights revert to the author(s) upon publication.

Meta-Discussion in the First-Year Classroom:

Remembering the “why” and the “how”

Nicole Henderson

Director of the First-Year
Experience Program

WHY DO IT?

In many ways, *how* we teach first-year students is more important than *what* we teach them. Those of us teaching Composition and other first-year courses have been practicing this for a long time, and the INQUIRY course is based on this idea. This is not to suggest that the content of the course is unimportant, but to point out that unless students are given a context for that content, students will

rarely engage in serious, inquiry-driven ways with that content, and they will likely not remember much of it either.

If we had access to our students' thoughts during class discussion, we would hear these silent questions

- Why are we /reading/ writing about/talking about this?
- What does this have to do with what we talked about yesterday?
- Why am I here?
- What's the point?

- Why do I need to know this? What does it have to do with my life/major?
- How am I supposed to do that and why does he want me to do it this way?
- Why is she talking about this? Who cares? So what?
- Why is school so boring?

The challenge for the instructor of first-year students to anticipate our students' questions, and speak to them during class discussion –

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Internationalizing the Curriculum at SCSU: Challenges and Opportunities

C. Patrick Heidkamp

Geography Department

During the 2006-2007 academic year, over 220,000 American students studied abroad. This represents an 8.7% increase from the previous year, and an increase of about 150% over the past decade (Open Doors Report 2008). Although the overall number of students studying abroad is increasing, which signifies a growing importance of international experiences in higher education, the overall number of students participating is still relatively small.

The majority of students who study abroad take part in short term study abroad experiences rather than the traditional (and arguably more rewarding) semester-long or year-long experience abroad. In addition, most of these students are either enrolled at large research universities or small private liberal arts colleges, and are thus not representative of the student body which is served by the Connecticut State University System. It can be argued that study abroad is becoming another point

of distinction between the college experiences of wealthy versus less wealthy American undergraduates, which raises the question of how institutions serving a less wealthy and more diverse student body, such as ours, can ensure that students gain an awareness of and an appreciation for international issues. While the idea of internationalizing the curriculum is embedded in the strategic plan of our institution, and while International Programs does a terrific job of facilitating the study abroad process, the international opportunities that exist for our students are still limited. This is, in my view, primarily due to two factors: financial constraints, and a lack of interest on the part of students.

In informal surveys conducted in my classes, I found that most of the students surveyed had either no interest or only a slight interest in studying abroad. Less than ten percent of my students showed more than a moderate interest. I have not surveyed the entire student body at SCSU, but these observations nevertheless raise some important questions. While most of us understand the nature of the financial constraints that

inhibit participation in study abroad programs here at Southern, the lack of interest in study abroad programs requires further examination.

As a teacher of geography, I am often exposed to a dire lack of knowledge among our students of not only international issues but basic geographic literacy. Evidence demonstrates that American college students have an alarming lack of knowledge about the world in which we live. (See <http://www.nationalgeographic.com/roper2006/pdf/FINALReport2006GeogLitsurvey.pdf>) The statistics can help us understand why students at our institution have little interest in putting an international experience at the top of their educational agenda. I believe that if basic geographic literacy is not achieved, interest in exploring all the world has to offer will remain stifled. This would be unfortunate, because interest and motivation among our students are the central catalysts for fueling the internationalization of the educational experience at SCSU. We should not be asking how we

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Meta-Discussion in the First-Year Classroom: Remembering the “why” and the “how” (cont’d)

and it is best if we do not simply offer a pat answer to them but engage in discussion about those questions.

In other words, think of class discussion as a STOP-and-GO game. It’s basketball, not a road race, and we need to take plenty of opportunities to call for a “huddle.”

HOW MIGHT I DO IT?

- At least once (maybe more) during an hour-long course, STOP. Stop your lecture or presentation. STOP class discussion. STOP an in-class workshop. Just STOP whatever is happening.
- Think about which one of the above questions your students may be asking themselves. (In order to do this, look at either a somewhat disengaged student or a student who looks perplexed and ask yourself what is going on in his or her head).
- Throw out one or more of the questions on the back of this handout to the class*. When you do this, do something differently. Change your tone a bit. Speak louder or quieter than usual. Look perplexed (because you probably are). Smile if you don’t usually smile. Stop smiling if you’re a smile-er. Change your stance. Sit if you were standing. Stand if you were sitting. Put your hand on your hip. Go to the board and write a huge question mark there. Do something, anything different.
- If students don’t jump on the question and start talking, call on someone in a non-threatening way. “Amanda, what do you think?” If Amanda looks scared to death of you, try “John, save Amanda. What do you think?” If nobody talks, refuse to go on until someone does.
- Listen to their answers – let

discussion go for a bit and then carefully reframe them to get at what’s important. If Amanda says, “I think we’re doing this because you want us to be educated” then say, “Yes, and what does it mean to be educated? Why might I care if you’re educated?”

** META-DISCUSSION-GENERATING QUESTIONS

(because we know that the question “Does anybody have any questions?” doesn’t really work)

- Why are we doing this? Why am I [be specific here about what you’re doing – like “lecturing about American history?”]?
 - Let me ask you this: Why are we talking about _____? Why do you think I want us to talk about this?
 - Okay, we’re talking about _____? How is this related to what we talked about yesterday?
 - Why do you think teachers ask you to write papers?
 - Why do I keep insisting that you do your reading? What does reading DO for us? Why might we want to start doing more of it?
 - Okay – what does any of what I just said about _____ have to do with your life outside of school?
 - How many people are bored right now? Why are you bored? What does it mean to be bored? What should your teachers do about this? What exactly do you want me to do about it?
 - How is what’s happening in this class similar to and/or different from what’s happening in your other classes?
 - Why are we here? What’s the point of this class? Why did a whole bunch of teachers develop this course?
- Why did they think it was important? Why do you think I agreed to teach it?
- Okay, I assigned you a paper. Now, tell me: How do I want that paper to look?
 - What do you think the person who wrote this thing we’re reading cares about? Why did he/she bother to write this? Why would someone bother to write a book?
 - Does anyone think that _____ (what we’re talking about) is important? Seriously? Why? Why not?
 - Who’s worried about their grade? Why?
 - Let me ask this – what does this discussion have to do with that paper you’re going to write? How is this meant to help you?
 - Why do you think I assigned you this reading? What did I want you to DO with it? Take from it? What does any of it have to do with the theme of this course?
 - As a teacher, what do you think I care about?
 - Everybody stop and write down whatever question is in your head right now (you won’t have to share this)



“[T]hink of class discussion as a STOP-and-GO game. It’s basketball, not a road race, and we need to take plenty of opportunities to call for a ‘huddle.’”



Still Life with Appearance of Reality, oil on canvas, Mia Brownell (Art), 2008.

Faculty Publications

C. Patrick Heidkamp, Geography, will publish an entry titled "Cost-Benefit Analysis" in *Encyclopedia of Geography*. Barney Warf, Editor (forthcoming). He also co-authored an article (with) titled "A Land Use Model of the Effects of Eco-labeling in Coffee Markets" in *The Annals of Regional Science*.

Jennifer A. Hudson, Faculty Development and English, has had several of her poems published this year in *The Broken Plate*, *Eleutheria: The Scottish Poetry Review*, *The Helix*, *Nefarious Ballerina* and *Essence Poetry Journal (UK)*. She will have a short story appearing in the Spring 2009 issue of *The Helix*. Her poem "Golden Malice" was recently selected as a finalist for the 2009 Rita Dove Poetry Award.

Bonnie Farley-Lucas, Faculty Development and Communication, and **Jennifer A. Hudson**, co-authored an article titled "Transforming e-Learning Communities" that

appeared in the Fall 2008 issue of *Teaching and Learning in Higher Education*.

Louisa L. Foss, Counseling and School Psychology, co-edited a book this past year entitled *School Counselors Share Their Favorite Group Activities: A Guide to Choosing, Planning, Conducting, and Processing*, published by the Association for Specialists in Group Work, Alexandria, VA. In addition, Dr. Foss is the co-author of *An Exploration of Themes that Impact the Counselor Education Doctoral Student Experience*, an article that will appear in the coming year in *Counselor Education and Supervision*, a journal of the Association for Counselor Education and Supervision and the American Counseling Association.

Susan J. Westrick, Nursing, co-authored the textbook *Essentials of Nursing Law and Ethics* (2009; Jones and Bartlett) with Katherine Dempster. This second book by the authors on legal and ethical issues is double the length of the first text and in-

cludes newly researched case law involving nurses in every chapter. The authors also wrote an electronic test bank for instructors, the first offered for this type of book. **Susan J. Clerc**, Buley Library, contributed an appendix guide for legal research. Dr. Westrick is also a contributor and consultant for the text *Evidence-Based Guide to Legal and Ethical Issues* (2009) published by Lippincott Williams & Wilkins. Dr. Westrick revised and wrote a 75-page chapter on "Legal Risks on the Job" covering liability in diverse areas of patient care, staffing, documentation and patient's rights.



Being a SCSU Professor 101

(cont'd)

Power Point, told a joke that fell flat, forgot to post materials, and found my computer ate an entire lesson the day before I was to give it. But with some spell checks, revisions and a new backup system, I approach my second year with more confidence. But, that's the great thing about being at a teaching college, isn't it? Everyone is always learning, even the professors.

Find excellent resources on teaching and learning at:
http://www.southernct.edu/faculty_development/resources/

2009-2010 CSU Research Grant Awards

Amal Abd El-Raouf, Computer Science, Performance-Based Distribution of Object Oriented Software with Optimal Use of Memory Space

Jo Ann Abe, Psychology, Experimental Learning and Personality Development

Valerie Andrushko, Anthropology, Osteological Analysis of Inca Burials from the Machu Picchu Region of Peru

Kristine Anthis, Psychology, Parameters of Online Prelecture Quizzes: Their Relationships to Student Learning

Jon Bloch, Sociology, There She Isn't: Feminism, Popular Culture and the Rise and Fall of Miss America

Vincent Breslin, Science Education and Environmental Studies, Mercury in the Sediment and Oysters in the Housatonic River Estuary

Mia Brownell, Art, The Painted Food Still-Lives of Northern Europe: Study in Paris

Sandra Bulmer and Michele Vancour, Public Health, A Qualitative Exploration of the Impact of Graduate Studies on Female Students' Health Status, Health Behaviors, and Quality of Life

Steven Burian, Biology, Long Standing Problems in Mayfly Taxonomy: Diagnosing Nymphs and Adults of *Proclleon* and *Centroptilum*

Nikolaos Chrissidis, History, The Practical Use of Indulgences in Eastern Orthodoxy

Sarah Crawford, Biology, Analysis of Anti-Cancer Effects

of Primitive Plant (Fern) Species: Identification and Purification of Active Component(s)

John DaPonte, Computer Science, Analyzing Climate Data from the United Kingdom Meteorological Office

Kathryn deLuna, History, Hunting Reputations: Individuality in Central African Political Culture, 1000 BCE to 1900 CE

Cheryl Dickinson, Education, A Comprehensive Model for Literacy Development through Student-Led Discussion at the Middle School Level

Nicholas Edgington, Biology, Identification and Characterization of Molecular Pathways that Regulate Nuclear Volume

Debra Emmelman, Sociology, Regulating FOG: A Qualitative Study on Environmental Law Enforcement

Susan Felsenfeld, Communication Disorders, Predictors of Good Versus Poor Response to Intervention in Young Children with Speech Disorders

Thomas Fleming, Earth Sciences, Geochemical and Isotopic Studies of Ferrar Large Igneous Province, Antarctica

Nicole Fluhr, English, Freud as New Woman Writer

Alan Friedlander, History, The Reign and Policy of Pope John XXII Seen Through his Canonizations

Terese Gemme, Music, Choral Tryptich: The Outer Banks

Mary Ann Glendon and Tammy Testut, Nursing, and **Christine Unson**, Public

Health, Caregiving Stressors of African American Families

C. Patrick Heidkamp, Geography, Organic, Biodynamic, or Conventional Viticulture: Assessing the Viability of Eco-labeling in South Africa's Wine Industry

Sue Ellen Holbrook, English, The Hurt and the Healer, Refreshing the Distressed, and Roots and Herbs: Health Themes in Medieval Literature

Brian Johnson, English, Word and Image: A Poet-Painter Collaboration

Patricia Kahlbaugh, Psychology, Promoting Successful Aging in the Elderly

Richard Kustin, Marketing, Marketing Standardization and Profit Performance of Australian and American Multinational Firms

Terrence Lavin, Art, Archaeological Survey and Excavation of Mayan Ruins in Belize as Research for the Creation of Contemporary Art Objects

Yan Liu, Information & Library Science, Digital Library of Virtual Laboratories (DLVL)

Cathryn Magno, Educational Leadership, Leadership Convergence: Policy Borrowing and Implementation in the United States and Azerbaijan

Joseph Manzella, Anthropology, Finding Common Ground: *Findhorn and the Search for Community*

Katherine Marsland, Psychology, Individual Differences in Vulnerability to the Undermining Effect of Task-Contingent Rewards on Intrinsic Motivation



Armen Marsoobian, Philosophy, Moral Repair After Genocide

Kenneth McGill, Anthropology, Ethnography of a Chicago "Street Newspaper"

Virginia Metaxas, History, Transcription and Translation of Dr. Jedd's 1870 Journal

Kaia Monroe, Theatre, Preparing the Brown-Lanperti Manuscript for Publication

Patricia Olney, Political Science, *Exportando Jihad: Iran in Latin America*

Pina Palma, World Languages and Literatures, Women at War: The Italian Resistance

Klaus Peters, Computer Science, A Computational Model for Visual Gestalt Perception

David Pettigrew, Philosophy, *Witnessing Genocide in Bosnia: Pathways to Justice: A book Manuscript*

Val Pinciu, Mathematics, Graph Models for Wireless Ad Hoc Networks

Melvin Prince, Marketing, Self-Congruity Projection in the Construction of Virtual Social Identities

Mary Purdy and Diana Newman, Communication Disorders, Facilitating Reading Comprehension in Adults with Aphasia

Jaak Rakfeldt, Social Work, The Roots of Recovery: What can be Learned from 300 Years of Efforts to Treat People with Mental Illnesses as People

Michael Rogers, Anthropology, Variability in the Earliest Archaeology: Evolutionary and Environmental Factors

Tilden Russell, Music, The Complete Dancing Master: A Translation of Gottfried Taubert's *Recht-schaffener Tantzmeister (1717)* Translated by Tilden Russell (Bern, Berlin, etc.: Peter Lang Publishing, [expected] 2010)

Elena Schmitt, World Languages and Literatures, Lexical and Structural Differences in Language Production of Three Groups of Bilingual Speakers

Camille Serchuk, Art, Art at Court/Art in Court: a Map of the Forest of Thelle

Vivian Shipley, English, On-Site Research about Women from the West, New England and Appalachia from 1700 to early 1900 for an Eighth Book of Poetry

Kathleen Skoczen, Anthropology, Health Indicators and Development in the Dominican Republic

Jeff Slomba, Art, Sound Change: Sculptures and Sounds Exploring the Confluence of Natural and Built Worlds

Joseph Solodow, World Languages and Literatures, *Livy, Book XXI: A Stylistic Commentary*

Louise Spear-Swerling, Special Education & Reading, Assessing Readiness for Implementing Response to Intervention (SRBI) in Connecticut

Moses Stambler, Social Work, The Faith Related Charter School: A Religious Revolution in American Education and Society

James Tait, Science Education and Environmental Studies, Synoptic Reconnaissance of Bottom Sediments in the Housatonic Estuary and Bridgeport Harbor

Derek Taylor, Communication, Chester Gillette/Grace Brown Documentary

Michael Bay, Communication, Chester Gillette/Grace Brown Documentary

C. Michele Thompson, History, Missions of Mercy: the Dispersion of *Vaccinia* in the South China Sea 1805-1830

Joseph Vitale, Computer Science, Physically and Logically Influenced Census-Based Geographic Automata Systems

Thuan Vu, Art, Translating Vietnamese Imagery

Jonathan Weinbaum, Biology, Were the Ancestors of Crocodiles Endothermic?: Systematics, form and Function in Extinct Relatives of Crocodylians

Deborah Weiss and Diana Newman, Communication Disorders, The Role of the Speech-Language Pathologist in Reading: A National Survey

Eric West, Geography, Extending the Understanding of Factors that Affect Undergraduate Student Retention to Include Environmental-Geographic Causes

Leon Yacher, Geography, Geographers and Their Roles in the Formation of Geography as a Science in Paraguay



Internationalizing the Curriculum at SCSU (cont'd)

the internationalization of the curriculum at SCSU. Rather, we should be asking: how can we motivate our students to take an active part in seeking out international experiences? In other words, we cannot have a “build it and they will come” attitude. We must first *create the demand* for such experiences. How can we accomplish this? The strategies outlined in the paragraphs that follow reflect thoughts I have had about this issue since taking part in the CSUS International Conference at Central Connecticut State University this past November. These ideas have been influenced by a variety of presentations I observed, as well as conversations I took part in at the lunch table or during the coffee breaks (the most productive time of any conference).

First, I believe that we need to build on the initiatives already in place at SCSU, such as the *Cinéma du Monde* film series, the varied and excellent initiatives offered by the Multicultural Center, the recently established Southern Read, and undoubtedly many others I am not yet familiar with (I began at Southern in Fall 2007). These initiatives provide an outstanding opportunity for students to be introduced to the world in an open and inviting way. However, these initiatives alone will not be enough to motivate students to take the next step toward internationalizing their education. There are a number of other strategies that need to be implemented to ensure a minimum level of student exposure to global issues—a level of exposure which can motivate students to seek out the opportunities that currently exist, and perhaps to consider working toward making an international experience a reality. These strategies are available to us at little or no financial cost, and in one case may even generate income for the university.

The strategies I am talking about include, first, increasing enrollment of international students. International students not only bring a modest amount of additional income to the university (referred to above), but they also bring *the world* to the campus. These students are instrumental in shaping our domestic students' ideas about other cultures and international issues because they provide unique perspectives on global issues. A second crucial strategy is related to advising. More emphasis needs to be placed on encouraging students to enroll in foreign language courses. Studying foreign languages paves the way for international experiences. Many students are, of course, reluctant to enroll in lan-

guage courses. I have often heard, “Well, I am just not a language person!” This is clearly a lack of interest speaking, rather than a lack of ability, but I feel that we need to persist and encourage students to follow this path. In a similar fashion we need to guide students towards courses with an international dimension—for example, international economics, world music, history of Africa, or (yes) a geography course.

As a discipline, geography subtly raises students' awareness of international concerns through the provision of geographic literacy—the foundation of global knowledge. If foreign languages are the keys to the door to the world, geography is the path leading up to that door. In light of the ongoing efforts of



the General Education Task Force, I want to make a case for the importance of geography courses in the curriculum.

If part of our mission at SCSU is a focus on furthering the internationalization of the curriculum, we have to also ensure the furthering of basic geographic literacy and subsequent curiosity of the wider world. Only curiosity on the part of our students will spark an interest in international experiences such as study abroad.

Minority Recruitment and Retention Grants 2008-2009

Resha Cardone, World Languages and Literatures, *A Century of Crisis: Women and Creativity in Neoliberal Chile*

Misty Ginicola, Counseling and School Psychology, *Diversity in the Classroom: Innovative Teaching Materials for Faculty and Staff at SCSU*

Gladys Labas, Educational Leadership, *District Initiatives for English Language Learners Grades 6-10*

Tricia Lin, Women's Studies, *Women of Color Knowledge Production: Latina Expressions, Interventions and Resistance*

Carlos Ramirez, Biology, *Ethnobiology of *Aristolochia salvadorensis* in El Salvador*

Karen Remedios, English, *Representations of Violence against Women in the Third World Work Place*

Elizabeth Rodriguez-Keyes, Social Work, *Entremundos (Living Between Two Worlds): Bicultural Experiences of Latina Students in Undergraduate Education: Strategies for Teaching and Learning*

2008-2009 CSU Research Grant Awards

Amal Abd El- Raouf, Computer Science, Performance Analysis and Allocation of Object Oriented Software Systems

Jo Ann Abe, Psychology, Mindfulness and Successful Experiential Learning

Benjamin Abugri, Economics and Finance, Empirical Investigation of Hedge Fund Performance: Are Emerging Market Funds Different?

Valerie Andrushko, Anthropology, Examination of Prehistoric Burials from an Inca Cemetery in Cuzco, Peru

Imad Antonios, Computer Science, Models for Gossiping in Distributed Computer Systems

Robert Axtell, Joan Finn, David Martens, Gary Morin and Jinjin Yang, Exercise Science, Prediction of VO₂max in Healthy Male (18-35 years) Participants During Treadmill Exercise

Polly Beals, History, Womanpower: Fabians and the Women's Movement in 1960s Britain

Lisa Bier, Library Services, Biography of Gertrude Ederle

Vincent Breslin, Science Education and Environmental Studies., Spatial Distribution of Contaminant Metals in the Housatonic River Estuary

Mia Brownell, Art, Still Life Painting in Rome: Studying the Masters

T. Wiley Carr, Art, The Illuminated West

David Chevan, Music, The Road that Heals the Splintered Soul

Nikolaos Chrissidis, History, Education and Westernization in Early Modern Russia: The Case of the Slavo-Greco- Latin Academy

Cynthia Coron, Earth Sciences, Relationship of Hydrovolcanism to Lake Evolution in the Argana (Morocco) and Hartford (USA)

Rift Basins: Implications for Past Global Climate Change

Sarah Crawford, Biology, Experimental Studies of Newly Discovered Cell- Derived Organelles Called Tissue- Organizing Structures (TOS).

Yolanda Del Amo, Art, Archipelago

Cheryl Dickinson, Education, A Comprehensive Model for Literacy Development through Student-Led Discussion at the Middle School Level

Nicholas Edgington, Biology, How does the cell regulate nuclear volume?

Bonnie Farley- Lucas and Meg Sargent, Communication , Out of Class Communication and Students' Views of Relational Boundaries

Terese Gemme, Music, Choral Triptych: The Other Banks

C. Patrick Heidkamp, Geography, Integrating Cost Benefit Analysis and Geographic Information Systems to Aid land Management Decisions in a Differentiated Coffee Market: A Costa Rican Case Study.

Sue Ellen Holbrook, English, The Impact of Health in Early Medieval Texts About Women

Brian Johnson, English, *Lying in Bed at My Seaside Motel*

Jessica Kenty-Drane, Sociology, Private Money in Our Public Schools: "Gifting" and Donating In An Affluent School District

Kimberly Lacey, Nursing, Student Nurse Self- Efficacy in Caring for a Diverse Elder Population

Lisa Lancor, Computer Science, Improving Security Through Search Engine Audits

Terrence Lavin, Art, Objects, Artifacts, Arcane Mechanics - Researching the Collection of Historical Scientific Instruments at Harvard University

Melvin Lesley, Chemistry, Hydrothermal and Solvothermal Synthesis of Benzoic Acid Derivatives

Jim MacGregor, Recreation and Leisure Studies, The Impact of the Americans with Disabilities Act (ADA) and Mandated Inclusive Recreation on Community Recreation Department Service Provision

Deborah Smith, Recreation and Leisure Studies, The Impact of the Americans with Disabilities Act (ADA) and Mandated Inclusive Recreation on Community Recreation Department Service Provision

Julian Madison, History, The Changing Political Climate of Post War America and the Desegregation of Sports, 1945-1952

Joseph Manzella, Anthropology, Ecovillages and Postmodern Life: A Study of Survival Strategies in Cultures of Insistent Change

Armen Marsoobian, Philosophy, Moral Repair after Genocide

Virginia Metaxas, History, A Social History of Disease, Death, Medicine, and Missionaries in 19th Century Hawaii

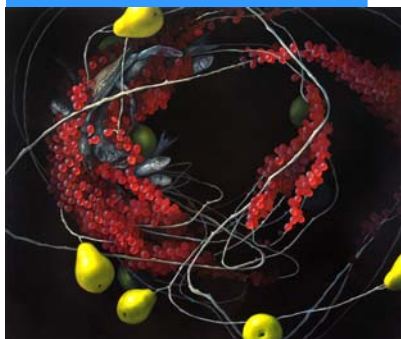
Kalu Ogbaa, English, Blood & Bravery: Voices of Biafran Veterans of the Nigerian Civil War

Patricia Olney, Political Science, Combating Organized Crime and Extremism along the U.S.- Mexico Border

Pina Palma, Foreign Languages, Savoring Power and Eating the Times: Food in Italian Literature from the Medieval Ages to the Renaissance

David Pettigrew, Philosophy, A Book Translation of J.D. Nasio's Oedipus: The Most Crucial Concept in Psychoanalysis

Val Pinciu, Math, Applications of Graph Theory to Computational Geometry



Still Life with Catch, oil on canvas, Mia Brownell (Art), 2008.

Spring 2009 Faculty Development Grant Awards

Stanley Bernard, Public Health, Building Capacity among Public Health Faculty to Recruit and Retain Male African American Students

Vincent Breslin and **James Tait**, Science Education and Environmental Studies, and **Dwight Smith**, Biology, Sixth Annual Seminar Series on the Ecology and Environmental Quality of Long Island Sound

Mia Brownell, Art, Visiting Artist Lecture Series 2009

Sanja Grubacic, **Samuel Andoh**, **Peter Bodo**, Economics and Finance, Department of Economics and

Finance Seminar Series

Esther Howe, Social Work, **Deborah Flynn**, Public Health, and **Susan Calahan**, School Health Education, Inside the School House Door XI: Working with the Explosive Child

Tricia Lin, Women's Studies, Sixth Annual Celebration of 64 Days of Nonviolence (Jan 30-Apr 4, 2009)

Armen Marsoobian, Philosophy, Philosophy Dept. Colloquium Series

Jule McCombes-Tolis, Special Education, Statistical Training to

Support Faculty Research Initiatives: Nonparametric Statistics for the Behavioral Sciences

Linda Olson, Foreign Languages, and **Jiongdong Pang**, Chemistry, Tales of a Shaman's Apprentice at SCSU

Elena Schmitt, Foreign Languages, Language Across Disciplines: A Visit from Dr. Michael Halliday

Joseph Ullian and **Christin Kimball**, Communication, Workshop on developing multimedia rich learning modules using screencasting software

Faculty Presentations

Kristine Anthis, Psychology, presented "Is it the Clicker, or is it the Question?: Untangling the Effects of Student Response System Use" at the 31st annual meeting of the *National Institute of the Teaching of Psychology* in Tampa, FL on January 3, 2009 (supported by a TIP Travel Grant). Dr. Anthis' research results showed that students who did not use clickers to respond to random practice questions, but

who raised their hands, performed better on exams than students who saw the same random practice questions and responded with clickers.

Bonnie Farley-Lucas and **Jennifer A. Hudson**, Faculty Development, co-presented "Transforming e-Communications to Civil e-Learning Communities" at the Improving University Teaching

Conference at the University of Strathclyde in Glasgow, Scotland, July 29-August 1, 2008.

C. Patrick Heidkamp, Geography, presented "Shade Coffee Certification Standards and Biodiversity Conservation: Challenges and Opportunities" at the Annual Meeting of the Association of Pacific Coast Geographers in Fairbanks, AK on October 11, 2008.

C. Michele Thompson, History, chaired two panels and presented a paper "Buddhist Institutions and Medical Exchanges Between the Chinese and the Vietnamese in Historic Perspective" at the 12th International Conference on History of Science, Medicine, and Technology in East Asia at Johns Hopkins University, Baltimore, July 13-18, 2008.

2008-2009 CSU Research Grant Awards (cont'd)

Mary Purdy, Communications Disorder, The Relationships Among Executive Functioning, Communication, and Site of Lesion in Aphasia

Michael Rogers, Anthropology, Continued Archaeological Research to Investigate the Earliest Acheulian at Gona, Ethiopia

Elena Schmitt, Foreign Languages, Do Opposites Complete Each Other? A Study of Structural Differences and the Similarities of Language Acquisition and Language Attrition

Vivian Shipley, English, *All of Your Messages Have Been Erased*

Kathleen Skoczen, Anthropology, The Health of Women in Contemporary Child

Jeff Slomba, Art, The Vision of Wood Carvers of Renaissance Germany Applied to Contemporary Secular Imagery in New Sculptures

Dwight Smith, Biology, Alternatives to Eradicating Monk Parakeets? The Search for a Solution

Joseph Solodow, Foreign Languages, Latin Alive! : The Survival of Latin in the Romance Languages and English

Christine Unson, Public Health, Health Disparities Across the Life Course

Michele Vancour and **William Sherman**, Public Health, Fatherhood Ideology, Role Balance, and Health Promoting Behaviors of Non-Tenured Academic Men with Preschool Children

Rachael Vaters-Carr, Art, Eruptions, Disruptions, and Glacial Forces

Thuan Vu, Art, Translating Vietnamese Imagery

Deborah Weiss, Communication Disorders, The Role of the Speech Language Pathologist in Reading: A National Survey

Diana Newman, Communication Disorders, The Role of the Speech Language Pathologist in Reading: A National Survey

Winnie Yu, Computer Science, Using Student Attributes to Project College Persistence

2009-2010 Curriculum Grant Awards

Kristine Anthis, Psychology, Creating questionnaire and booklet to be used by Psychology Advisors to assist in advising Psych. Major students

Sandra Bulmer, Public Health, Development and Implementation of electronic version of PCH 340

Deborah Carroll, Lawrence Brancazio, and Dina Moore, Psychology, Revision of the B.S. Degree Research Specialization Program in Psychology major.

Anjanette Darrington, Andrew Smyth, and Melissa McClain, English, Revision of ENG 493

Yolanda del Amo, Art, Expand & update pool of digitized images used in presentations for Art class lectures

Christine Denhup, Nursing, Creation of a Palliative and End-of Life Colloquium

Ata Elahi and Hrvoje Podnar, Computer Science, Developing a Wireless Network Laboratory for CSC 308 Network Technology and CSC465 Data Communications and Network Courses

Ruth Eren and Deborah Newton, Special Education and Reading, Development of graduate

level course for Teacher-Education students

Bonnie Farley-Lucas, Communication, Revision of COM 225

Mary Ann Glendon and Tammy Testut, Nursing, Revision of classroom and clinical experience for NUR 344 – Gerontology

Adam Goldberg and Lara Smetana, Elementary Education, Utilizing SMART board Technology in the Classroom

Scott Graves, Science Education and Environmental Studies, and **Ozcan Gulacar**, Chemistry, Integrating Technology into Active Learning: The Use of Tablet PC's with Ubiquitous Presenter, Interactive Concept Mapping, and Jigsawing in Chemistry and Environmental Studies Classes

C. Patrick Heidkamp and Eric West, Geography, Development of Inquiry-Based-Learning activities for GEO 100

Julia Irwin, Psychology, Developmental Disability: Early Correlates of Typical and Delayed Development

James Kusack and Gayle Bogel, Information and Library

Science, Implementation of department-wide collaborative software for online learning

Tricia Lin and Ilene Crawford, Women's Studies, Developing and Teaching Online Courses in the Women's Studies Program

Kenneth McGill, Anthropology, Modify ANT 376 to fit an online learning format

Uchenna Nwachuku and Louisa Foss, Counseling and School Psychology, Develop Two graduate courses in Counseling and School Psychology Department

Pina Palma and Lisa Vitale, World Languages and Literatures, Create base structure of 10 reading units for Italian 100

Carlos Ramirez, Biology, Revision of BIO 339

Elizabeth Rodriguez-Keyes, Social Work, Incorporate online activities into SWK 320

Cynthia Stretch and Nicole Henderson, English, Developing a Sourcebook for Inquiry 101

Fall 2009 Faculty Development Grant Awards

Steven Corbett and Ilene Crawford, English, Responding to ENG 110, 111, and 112 Student Writing: Incorporating Best Practices from Rhetoric and Composition Studies

Scott Ellis, English, Enriching the Teaching Preparation for First-Time Composition Instructors

Bonnie Farley-Lucas, Communication, New Faculty Network Program

Adam Goldberg, Lara Smetana, Elementary Education and **Scott Graves**, Science

Education and Environmental Studies, Utilizing SMART Board Technology in the Classroom

Krystyna Gorniak, Philosophy, Knowledge Management and Democracy: Some Moral Issues and Social Dilemmas

Armen Marsoobian, Philosophy, Philosophy Dept. Colloquium Series and Southern-Yale University Philosophy Symposium: *The Philosophy of Philosophy*

Constance Mindell, Social Work, Returning Veterans and Their Families: Mental Health Issues and Treatments

Pina Palma, World Languages, and Literatures, and **James Rhodes**, English, Eighth Annual Medieval Studies Conference

Vivian Shipley, English, Publishing Workshops with Doug Sutton-Ramspeck and Dr. Jim Reese

Jeff Slomba, Art, Computer-Assisted Design Applications and tools used for 3-DI Design and Object Production

Christine Unson, Public Health, Increasing Departmental Capacity to Utilize National Health-Related Datasets for Thesis Advising and Faculty

2009 CSU Assessment Conference Presenters

Gregory Adams, Sociology, Learning is Its Own Reward

Misty Ginicola and **Margaret Generali**, Counseling and School Psychology, Assessing the Current Curricular Impact on Counselor Multicultural Competence in Students Enrolled in the Counseling and School Psychology Department

Frank Harris III, Journalism, Assessment of SCSU Journalism Students' Learning and Preparation for the Professional Workplace

Kaia Monroe and **Eric Cornwell**, Theatre, Developing and Testing Two Departmental Assessment Tools

Troy Paddock and **Christine Petto**, History, Does Bigger Matter? Teaching Large Lecture Classes with Clicker Technology

Pina Palma and **Elena Schmitt**, World Languages and Literatures, Assessing Students' Oral Proficiency in Italian after Three Semesters

David Petroski and **Linda Sampson**, Communication, Striking Balance: Development of a Process for Assessing Capstone Courses in a Program with Four Specializations

Michael Shea, **Cynthia Stretch**, and **Brian Johnson**, English, Assessing the English Major: How Well Do They Write? How Well Do They Read?

Robert Vaden-Goad, Mathematics, Motivation, Persistence and Achievement in Developmental Mathematics



2009 SPAR/OFD Poster Session Presenters

Amal Abd El-Raouf, Computer Science, Restructuring Distributed Object-Oriented Software Systems

Margaret Das, Biology, and **John Cubeta Zibluk**, St. Aedan's School, You Put What on the Table?

Bonnie Farley-Lucas and **Meg Sargent**, Communication, and **Kierstin Pry**, **Allison Stankiewicz**, and **Lisete Agosto**, Students, Out-of-Class Communication and Students' Views of Relational Boundaries

Peg Goralski, Management/MIS, and **Krystyna Gorniak**, Philosophy, The Health Care Business in the United States: The Problem of Conflicting Methodology in the Assessment of the Quality of Health Care

Lisa Lancor, Computer Science, and **Brian Cavanaugh**, Student, Improving Security through Search Engine Audits

Patricia Olney, Political Science, Crime and Extremism on the U.S.-Mexico Border: Why the EPR is a Greater Threat than the Minutemen

David Pettigrew, Philosophy, and **Robert Workman**, Computer Science, Ethical Responses to Genocide: The Creation of a Course-Dedicated Website and the Development of Informative and Engaging Multi-Media Presentations

William Sherman, Psychology, and **Michele Vancour**, Public Health, Fatherhood, Role Balance and Health-Promoting Behavior of Academic Men

Vivian Shipley, English, Folio Through the Years

Jule Tolis, Special Education and Reading, **Sara Cavanaugh**, 6th Year Candidate, Reading, Pro-Bono Literacy Screenings

Robert Workman, Computer Science, and **Dara Medes**, **Heather Medes**, and **Jake Bodmer**, Students, Computer-Assisted Training for Low-Blood Surgery Support Staff

Winnie Yu, Computer Science, Using Student Attributes to Project Persistence

Patricia Zibluk, Sponsored Programs and Research



Cornish Sunset 2. Canon Power Shot A 70, Jennifer A. Hudson (Faculty Development/English), 2007.



Set of Student Directed One-Act Plays after integration of storyboarding assignments. Production ran December 9-13, 2008. Director, Sheila Hickey Garvey (Theatre). Set design, Maiko Chi. Photo, T. Charles Erickson.

2008-2009 Curriculum Grant Awards

Amal Abd El-Raouf, Computer Science, Implement a set of interactive computer programs for CSC 310 course.

Valerie Andrushko, Anthropology, Creation of 6 active learning modules on the analysis of the human skeleton.

Kristine Anthis, Psychology, Implement TurningPoint's Student Response System (SRS) into PSY 219 course.

Ata Elahi and **Hrvoje Podnar**, Computer Science, Develop a Computer System Laboratory Manual for CSC 207 Computer System

Scott Ellis, English, Create and administer a "wiki" Web site for all FYE classes.

Sheila Hickey Garvey, Theatre, Integrating newly developed staging software into Directing I & II courses

Sean Grace, Biology, Developing Website on Flora and Fauna of Long Island Sound for Major and Non-Majors

David Levine, Art, Create online visual workbook for ART 104 & 105 courses

Yan Quan Liu, Information and Library Science, Develop lab-based instructional program for ILS 531 course

Cathryn Magno, Educational Leadership, Create electronic journal and multimedia packet materials for EDL 708 course

Armen Marsoobian, Philosophy, Develop curriculum for Honors 251 Race and Ethnicity in the 20th Century course

Pina Palma, Foreign Languages, Create a series of thematic units for Italian Conversation course

Klaus Peters, Computer Science, and **Mitchell Bills**, Art, Color Workflow Management for EA216 Graphic Design and Photography Studio

David Pettigrew, Philosophy, and **Robert Workman**, Computer Science, Multimedia materials for PHI 200W and PHI 200 LINKS courses

Val Pinciu, Mathematics, Create Class materials for MAT 103

Carlos Ramirez, Biology, New Pedagogical Techniques for Plant Anatomy Learning at SCSU

Tina Re, Library Services, Create teaching models of blank book-binding structures & teaching materials and handouts.

Debra Risisky, Public Health, Incorporate service learning into PCH 432 course.

Elena Schmitt, Foreign Languages, Update MS TESOL courses.

Vivian Shipley, English, Create an electronically accessible version of student literary & art journal, *Folio*.

Kathleen Skoczen, Anthropology, Develop Field School in Dominican Republic

Dwight Smith, Biology, and **Gerald Schultz**, Math, Calculus Modules for Conservation Ecology

Lorrie S. Verplaetse, Foreign Languages, MS TESOL curriculum assessment and revision through classroom research.

Barbara Worden, **Mark Cameron** and **Elizabeth Keenan**, Social Work, Curriculum Development of BSW and MSW courses.

Fall 2008 Faculty Development Grant Awards

Craig Hlavac, Music, Improving the Consistency and Rigor of Music Theory Instruction through Curriculum Discourse and Revision

Esther Howe, Social Work, **Suzanne Carroll**, Marriage and Family Therapy, and **Claire Novosad**, Psychology, Critiquing the DSM-IV TR: A Presentation by Jerome Wakefield, author of *The Loss of Sadness: How Psychiatry Turned Sadness into Depressive Disorder*.

Terrence Lavin, Art, Mokume Gane (Japanese Wood-grain Metal Technique): A 3-Day-Intensive Visiting Artist Workshop

Michelle Lawler, Counseling Services, Grief Response and Recovery Program

Tricia Lin, Women' Studies, Keynote Speakers for the 18th Annual Women's Studies Conference, "Girls' Culture & Girls' Studies: Surviving, Reviving, Celebrating Girlhood"

Armen Marsoobian, Philosophy, Philosophy Department Colloquium Series

Linda Olson, Foreign Languages, and **Joseph Inguanti**, Art, International Programs Faculty Workshop Series

Pina Palma, Foreign Languages, and **James Rhodes**, English, The 7th Medieval Studies Conference at SCSU

Carlos Ramirez, **Nicholas Edgington**, and **Margaret Das**, Biology, Colloquium on Modern Biological Sciences

Elena Schmitt, Foreign Languages, Language Across Disciplines: A Visit from Dr. Heidi Byrnes

Vivian Shipley, English, Group conversations, individual consultations & workshops on publishing with Dr. Wayne Chapman & Dr. Jack Bedell

Kathleen Skoczen, International Programs, Campus Book Read

Dan Soneson, Foreign Languages, Revising the Foreign Language Curriculum

Michele Vancour, Public Health, **Lisa Seely**, Wellness Center, and **Joseph Dooley**, University Police, Emergency Preparedness Training for Faculty

Michele Vancour, Public Health, **Catherine Christy**, Women's Center, **Jill Bassett**, Residence Life, **Betsy Beacom**, Public Affairs, **Sandra Bulmer**, Public Health, **Marge Fadden**, Career Services, **Paula Kennedy**, Admissions, **Jessica Kenty-Drane**, Sociology, **Michelle Lawler**, Counseling Services, **Joanne Mielczarski**, Academic Advisement, **Monica Raffone**, Registrar, **Paula Rice**, Diversity and Equity, and **Lisa Seely**, Wellness Center, Work-Life Balance Conference

Denise Zack, Counseling Services, and **Patricia Whelan**, Career Services, Myers Briggs Type Indicator Training - A Psychological Testing Tool

Mentoring Students

Bonnie Farley-Lucas

Coordinator of Faculty Development

Why mentor students?

- Promote student learning
- Increase student confidence in making career choices
- Strengthen dedication and persistence to educational goals
- Increase retention and lower student attrition rates
- Enhance overall satisfaction with college
- Increase your own job satisfaction

What do mentors do?

- Be accessible
- Listen actively and empathically
- Provide encouragement and support
- Share expertise and information
- Teach and train

- Clarify performance expectations
- Challenge
- Affirm
- Promote visibility
- Be a role model
- Protect
- Foster networks
- Provide referrals and assistance
- Provide professional socialization
- Deliver feedback
- Use appropriate self-disclosure
- Offer counsel
- Allow for growing professional connections

How to initiate mentoring for students:

- Begin in the classroom with encouraging interaction (engaging, empathetic, credible)
- Reduce physical and psychological distance

- Decrease argumentativeness and aggressiveness
- Be expressive, dynamic, and relaxed
- Use appropriate self-disclosure
- Invite out-of-class communication after class, during office hours, and on-line
- Provide a syllabus statement that invites interaction
- Make time to be there - before and after class
- Strictly adhere to office hours
- Return emails and phone calls in a timely manner
- Monitor your actions and limit "Teacher Misbehaviors"
- Increase contact through FYE, student clubs and organizations, guest lectures, etc.

Send your article ideas and/or feedback to
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The mission of the Office of Faculty Development is to support teaching and learning at all levels and in all contexts in which instruction occurs at Southern. The OFD supports faculty in their roles as teachers, scholars, and members of the university and wider community.

The Office of Faculty Development is committed to promoting a spirit of innovation, collaboration, and love of learning, as well as enhancing a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons. In pursuing these goals, the OFD works to enhance the intellectual climate and promote open and ongoing dialogue among all members of the university community. It serves as an advocate for academic initiatives and enterprises that relate to teaching and learning through a variety of programs, activities, and resources in achieving the university's mission. The vision of the OFD is to create an environment at Southern that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.



Save the date...

2nd Annual SCSU Teaching Academy

“Engaging All Learners”

June 2-4, 2009

Featuring Barbara Millis (Univ. of Texas at San Antonio) and Leslie Roldan (MIT)
and Southern’s Outstanding Professors

Special workshops addressing curriculum design, writing across the curriculum, and teaching first-year students will be included.